

Principal Summary Evaluation Rating Form (Required)

This form is to be jointly completed by the principal and superintendent or designee during the Summary Evaluation Conference conducted at the end of the year.

Name: Daniel Colvin

School: Craven Early College High

School Year: 2010-2011

Evaluator: Annette Brown

District: Craven County Schools

Date Completed: Mon Jun 27 2011

Evaluator's Title: Asst. Superintendent

Standard : Strategic Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes and the ways they are embodied in the life of the school community.				✓	
b. Leading Change: The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.				✓	
c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.				✓	
d. Distributive Leadership: The principal creates and utilizes processes to distribute leadership and decision making throughout the school.			✓		
Overall Rating for Standard 1				✓	

Comments:

Daniel has sustained the vision of having a state-recognized early college
 Daniel has maintained that the vision is true north and still passionately believes in the mission...
 Positive results from placing Leah in leadership role with CCC
 Positive results from Leah collaborating with school counselor
 Daniel serves on the NSP Principal Advisory Team
 Daniel invited to serve on the community college President's Council
 School works positively with Dr. Chew and Dr. Maria
 Jill Darrough moved to district leadership position
 Chris Barr involved in district deployment of Common Core and Essential Standards
 Four staff members currently enrolled in MSA program or will be starting this fall (2011)

Next Steps:

Revise Junior Team schedule to allow for consistent planning
 Non-instructional blocks of time will allow for increase in leadership responsibilities
 All staff will complete all DPI modules for curriculum change
 All staff will be trained on ClassScapes
 Solicit more parent involvement

Recommended actions for improvement:

Evidence or documentation to support rating:

- ☒ School Improvement Plan
- ☐ NC Teacher Working Conditions Survey
- ☐ Evidence of School Improvement Team
- ☐ Student achievement and testing data
- ☐ Statement of school vision, mission, values, beliefs and goals
- ☒ Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements
- ☒ Evidence of shared decision making and distributed leadership
- ☒ See comments
- ☐
- ☐
- ☐

Resources needed to complete these actions:	
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Standard : Instructional Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.				✓	
b. Focus on Instructional Time: The principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.				✓	
Overall Rating for Standard 2				✓	

Comments:

Team schedules are under construction to better facilitate
adn monitor learning
Strong staff collaboration on student success
Strong relationship with college staff to promote student
success in college classes...
Creative in strategies to promote students' graduating with
college credit and/or associate's degrees

Next Steps:

Develop a process to partner with CCC Trio Program to support students (i.e., tutorials; completing college applications; touring colleges)

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☒ School Improvement Plan
- ☐ NC Teacher Working Conditions Survey
- ☒ Student achievement and testing data
- ☒ Student drop-out data
- ☒ Documented use of formative assessment instruments to impact instruction
- ☒ Development and communication of goal-oriented personalized education plans for identified students
- ☒ Evidence of team development and evaluation of classroom lessons
- ☒ Use of research-based practices and strategies in classrooms
- ☒ Master school schedule documenting individual and collaborative planning for every teacher

Standard : Cultural Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.			✓		
b. School Culture and Identity: The principal develops and uses shared vision, values and goals to define the identity and culture of the school.				✓	
c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.				✓	
d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.				✓	
Overall Rating for Standard 3				✓	

[illegible]

Standard : Human Resource Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. Professional Development/Learning Communities: The principal ensures that the school is a professional learning community.				✓	
b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.			✓		
c. Teacher and Staff Evaluation: The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.			✓		
Overall Rating for Standard 4			✓		

Note: If the school's teacher turnover rate, according to the school report card, is above the state average and/or identified as a problem in the school improvement plan, it must be addressed here along with recommendations for improvement. If the turnover is equal to or lower than the state average, the principal must set a goal to at least maintain that rate.

School's Teacher Turnover Rate during previous school year: _____

School's Teacher Turnover Rate for current school year: _____

State's Teacher Turnover Rate for current school year: _____

Teacher Turnover Rate goal for next school year: _____

Recommendations to achieve teacher turnover goal for next school year:

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☒ School Improvement Plan
- ☐ NC Teacher Working Conditions Survey
- ☒ Student achievement and testing data
- ☒ Teacher retention data
- ☐ National Board Certification
- ☒ Teacher professional growth plans
- ☒ Master school schedule documenting individual and collaborative planning for every teacher
- ☐ Number of National Board Certified Teachers
- ☒ Number of teachers pursuing advanced degrees
- ☒ Record of professional development provided staff
- ☒ Impact of professional development on student learning
- ☒ Mentor records and beginning teacher feedback

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Standard : Managerial Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School Resources and Budget: The principal establishes budget processes and systems which are focused on, and result in, improved student achievement.				✓	
b. Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.				✓	
c. Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.			✓		
d. School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.				✓	
Overall Rating for Standard 5				✓	

Comments:

Daniel is creative with trying to resolve conflict...and will consider all options in maintaining a strong team...

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☒ School Improvement Plan
- ☐ NC Teacher Working Conditions Survey
- ☒ School financial information
- ☒ School safety and behavioral expectations
- ☒ Master school schedule documenting individual and collaborative planning for every teacher
- ☒ Evidence of formal and informal systems of communication
- ☒ Dissemination of clear norms and ground rules
- ☒ Evidence of ability to confront ideological conflict and then reach consensus

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Standard : External Development Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.			✓		
b. Federal, State and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.			✓		
Overall Rating for Standard 6			✓		

Comments:

Next Steps:

Continue to strive toward more parent involvement
Consider involvement on District Goal Team

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☐ Parent involvement in School Improvement Team
- ☐ NC Teacher Working Conditions Survey
- ☒ PTSA/Booster club operation and participation
- ☒ Parent survey results
- ☐ Evidence of business partners and projects involving business partners
- ☐ Plan for shaping the school's image throughout the community
- ☐ Evidence of community support
- ☐ Number and use of school volunteers
- ☐ _____
- ☐ _____
- ☐ _____

Standard : Micro-political Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School Executive Micro-political Leadership: The principal develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.				✓	
Overall Rating for Standard 7				✓	

<p>Comments: Local survey results are source of informationi...</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <p><input type="checkbox"/> NC Teacher Working Conditions Survey</p> <p><input checked="" type="checkbox"/> Teacher retention data</p> <p><input checked="" type="checkbox"/> Evidence of visibility and accessibility</p> <p><input checked="" type="checkbox"/> Evidence of shared decision making and distributed leadership</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
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☒ The principal's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the evaluator and may reply in writing.
Daniel Colvin

Principal Signature

06-27-2011

Date

☒ The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education policy for Principal Evaluation process.
Annette Brown

Superintendent or Designee Signature

06-27-2011

Date

Principal Comments: